



Content Specifications  
for the Summative Assessment of the  
*Common Core State Standards for English Language Arts and Literacy  
in History/Social Studies, Science, and Technical Subjects*

June 2015

## Grades 3–5 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
Literary Texts		
50% of text-related assessment evidence will come from reading literary texts and may include stories, poems, plays, myths, or legends. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
<p><b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 3 Standards: RL-1</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p>	<p><b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 4 Standards: RL-1</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> Refer to details and examples in a text when <u>explaining what the text says explicitly and when drawing inferences from the text.</u></p>	<p><b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 5 Standards: RL-1</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> Quote accurately from a text when <u>explaining what the text says explicitly and when drawing inferences from the text.</u></p>
<p><b>Target 2. CENTRAL IDEAS:</b> Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.</p> <p><b>Gr. 3 Standards: RL-1, RL-2</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RL-2</b> Recount stories, including fables, folktales, and myths from diverse cultures; <u>determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u></p>	<p><b>Target 2. CENTRAL IDEAS:</b> Identify or determine a theme or central idea from details in the text, or summarize the text.</p> <p><b>Gr. 4 Standards: RL-1, RL-2</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> Refer to details and examples in a text when <u>explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-2</b> Determine a theme of a story, drama, or poem from details in the <u>text; summarize the text.</u></p>	<p><b>Target 2. CENTRAL IDEAS:</b> Identify or determine a theme or central idea from details in the text, or summarize the text.</p> <p><b>Gr. 5 Standards: RL-1, RL-2</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> Quote accurately from a text when <u>explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-2</b> Determine a theme of a story, drama, or poem from details in the <u>text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</u></p>
<b>Target 3. WORD MEANINGS:</b>	<b>Target 3. WORD MEANINGS:</b>	<b>Target 3. WORD MEANINGS:</b>

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### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
Literary Texts		
<p>Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 3 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5c</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> Ask and answer questions to <u>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</u></p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u></p> <p><b>L-4b</b> Determine the meaning of the <u>new word formed when a known affix is added to a known word</u> (e.g., <i>agreeable/disagreeable</i>,</p>	<p>Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 4 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-5c</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> Refer to details and examples in a text when <u>explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</u></p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 4 reading and content</u>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> <u>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u></p> <p><b>L-4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the</p>	<p>Determine intended or precise meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, figurative language such as metaphors and similes, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 5 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-5c</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> Quote accurately from a text when <u>explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</u></p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 5 reading and content</u>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the <u>meaning of a word or phrase.</u></p> <p><b>L-4b</b> Use common, grade-</p>

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Literary Texts		
<p><i>comfortable/uncomfortable, care/careless, heat/preheat).</i></p> <p><b>L-4c</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p><b>L-4d</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L-5c</b> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p><i>meaning of a word (e.g., telegraph, photograph, autograph).</i></p> <p><b>L-4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L-5c</b> Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><i>appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</i></p> <p><b>L-4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L-5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p><b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 3 Standards: RL-1, RL-3, RL-6, RL-9*</b> (DOK 3)</p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-3</b> Describe characters in a story (e.g., their traits, motivations, or</p>	<p><b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 4 Standards: RL-1, RL-3, RL-6*, RL-9*</b> (DOK 3)</p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details</p>	<p><b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 5 Standards: RL-1, RL-3, RL-6, RL-9*</b> (DOK 3)</p> <p><b>RL-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>

\* More than one text may be needed to assess this standard.

## Grades 3–5 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

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Grade 3	Grade 4	Grade 5
Literary Texts		
<p>feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL-6</b> Distinguish their own point of view from that of the narrator or those of the characters.</p> <p><b>RL-9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p>in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL-6</b> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p><b>RL-9</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p><b>RL-3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>RL-6</b> Describe how a narrator's or speaker's point of view influences how events are described.</p> <p><b>RL-9</b> Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.</p> <p><b>Gr. 3 Standards: RL-1, RL-3, RL-6</b> (DOK 3, DOK 4)</p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-3</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>RL-6</b> Distinguish their own point of view from that of the narrator or</p>	<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.</p> <p><b>Gr. 4 Standards: RL-1, RL-3, RL-6*</b> (DOK 3, DOK 4)</p> <p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-3</b> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p><b>RL-6</b> Compare and contrast the point of view from which different</p>	<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.</p> <p><b>Gr. 5 Standards: RL-1, RL-3, RL-6</b> (DOK 3, DOK 4)</p> <p><b>RL-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-3</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>RL-6</b> Describe how a narrator's or</p>

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Literary Texts		
<u>those of the characters.</u>	<u>stories are narrated, including the difference between first- and third-person narrations.</u>	<u>speaker's point of view influences how events are described.</u>
<p><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.  <b>Gr. 3 Standards: RL-1, RL-5, RL-7</b>            (DOK 2, DOK 3)</p> <p><b>RL-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RL-5</b> Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; <u>describe how each successive part builds on earlier sections.</u></p> <p><b>RL-7</b> <u>Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story</u> (e.g., create mood, emphasize aspects of a character or setting).</p>	<p><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.  <b>Gr. 4 Standards: RL-1, RL-5</b>            (DOK 2, DOK 3)</p> <p><b>RL-1</b> Refer to details and examples <u>in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-5</b> <u>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems</u> (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures to explain information within the text.  <b>Gr. 5 Standards: RL-1, RL-5</b>            (DOK 2, DOK 3)</p> <p><b>RL-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RL-5</b> <u>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u></p>
<p><b>Target 7. LANGUAGE USE:</b>            Determine use of language by distinguishing literal from non-literal meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.  <b>Gr. 3 Standards: RL-1, RL-4, L-5, L-5a, L-5b</b></p>	<p><b>Target 7. LANGUAGE USE:</b>            Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.  <b>Gr. 4 Standards: RL-1, RL-4, L-5, L-5a, L-5b</b>            (DOK 2, DOK 3)</p>	<p><b>Target 7. LANGUAGE USE:</b>            Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) or demonstrate understanding of nuances in word meanings used in context.  <b>Gr. 5 Standards: RL-1, RL-4, L-5, L-5a, L-5b</b></p>

**Grades 3–5 Summative Assessment Targets, Claim #1**

**ELA/Literacy Claim #1**

**Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**

Grade 3	Grade 4	Grade 5
Literary Texts		
<p>(DOK 2, DOK 3)</p> <p><b>RL-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).</p> <p><b>L-5b</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>	<p><b>RL-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>L-5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>(DOK 2, DOK 3)</p> <p><b>RL-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL-4</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Interpret figurative language, including similes and metaphors, in context.</p> <p><b>L-5b</b> Recognize and explain the meaning of common idioms, adages, and proverbs.</p>



Grades 3–5 Summative Assessment Targets, Claim #1		
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>		
Grade 3	Grade 4	Grade 5
<b>Informational Texts</b>		
<b>50% of text-related assessment evidence will come from reading informational texts and may include science, social studies, and technical texts/topics. For more information on text type, refer to the Stimulus Specification document.</b>		
<b>Underlined content from the Common Core State Standards shows what each assessment target could assess.</b>		
<p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 3 Standards: RI-1, RI-7</b> (DOK 1, DOK 2)</p> <p><b>RI-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RI-7</b> Use information gained from <u>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text</u> (e.g., where, when, why, and how key events occur).</p>	<p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 4 Standards: RI-1, RI-7*</b> (DOK 1, DOK 2)</p> <p><b>RI-1</b> Refer to details and examples <u>in a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-7</b> Interpret information <u>presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p>	<p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 5 Standards: RI-1, RI-7*</b> (DOK 1, DOK 2)</p> <p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-7</b> <u>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p>
<p><b>Target 9. CENTRAL IDEAS:</b> Identify or determine a main idea and the key details that support it.</p> <p><b>Gr. 3 Standards: RI-1, RI-2</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p>	<p><b>Target 9. CENTRAL IDEAS:</b> Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.</p> <p><b>Gr. 4. Standards: RI-1, RI-2</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Refer to details and examples <u>in a text when explaining what the</u></p>	<p><b>Target 9. CENTRAL IDEAS:</b> Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.</p> <p><b>Gr. 5 Standards: RI-1, RI-2</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> <u>Quote accurately from a text when explaining what the text</u></p>

\* More than one text may be needed to assess this standard.



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<p><b>RI-2</b> Determine the main idea of a <u>text</u>; recount the key details and <u>explain how they support the main idea</u>.</p>	<p><u>text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-2</b> Determine the main idea of a <u>text</u> and explain how it is supported by key details; summarize the text.</p>	<p>says explicitly and when drawing inferences from the text.</p> <p><b>RI-2</b> Determine two or more <u>main ideas</u> of a text and explain how they are supported by key details; summarize the text.</p>
<p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b> <b>Gr. 3 Standards: RI-1, RI-4, L-4, L-4a, L-4b, L-4c, L-4d</b> (DOK 1, DOK 2)</p> <p><b>RI-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RI-4</b> Determine the meaning of <u>general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</u></p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> <u>Use sentence-level context as a clue to the meaning of a word or</u></p>	<p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b> <b>Gr. 4 Standards: RI-1, RI-4, L-4, L-4a, L-4b, L-4c, L-5c</b> (DOK 1, DOK 2)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the <u>text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-4</b> Determine the meaning of <u>general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.</u></p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 4 reading and content</u>, choosing flexibly from a range of strategies.</p>	<p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b> <b>Gr. 5 Standards: RI-1, RI-4, L-4, L-4a, L-4b, L-4c, L-5c</b> (DOK 1, DOK 2)</p> <p><b>RI-1</b> Quote accurately from a text when explaining what the <u>text says explicitly and when drawing inferences from the text.</u></p> <p><b>RI-4</b> Determine the meaning of <u>general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</u></p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 5 reading and content</u>, choosing</p>

## Grades 3–5 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
<p>phrase.</p> <p><b>L-4b</b> <u>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</u></p> <p><b>L-4c</b> <u>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</u></p> <p><b>L-4d</b> <u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u></p>	<p><b>L-4a</b> <u>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</u></p> <p><b>L-4b</b> <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</u></p> <p><b>L-4c</b> <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u></p> <p><b>L-5c</b> <u>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</u></p>	<p>flexibly from a range of strategies.</p> <p><b>L-4a</b> <u>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</u></p> <p><b>L-4b</b> <u>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</u></p> <p><b>L-4c</b> <u>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</u></p> <p><b>L-5c</b> <u>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</u></p>
<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 3 Standards: RI-1, RI-3, RI-6, RI-7, RI-8, RI-9*</b> (DOK 3)</p> <p><b>RI-1</b> Ask and answer questions to</p>	<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, procedures, ideas, or concepts; firsthand and secondhand accounts of events or topics; use of information presented in charts/graphs/diagrams/timelines/animations; reasoning and evidence to support points) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 4 Standards: RI-1, RI-3,</b></p>	<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., relationships or interactions between individuals, events, ideas, or concepts; points of view; use of information from multiple print; reasoning and evidence to support points) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 5 Standards: RI-1, RI-3, RI-6*, RI-7, RI-8, RI-9*</b> (DOK 3)</p>

\* More than one text may be needed to assess this standard.

## Grades 3–5 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
<p>demonstrate understanding of a <u>text</u>, referring explicitly to the <u>text</u> as the basis for the answers.</p> <p><b>RI-3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI-6</b> Distinguish their own point of view from that of the author of a text.</p> <p><b>RI-7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI-8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p><b>RI-9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>RI-6*, RI-7, RI-8, RI-9*</b> (DOK 3)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI-6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>RI-7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>RI-8</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>RI-9</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p><b>RI-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI-6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI-7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI-8</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>RI-9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
<p><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.</p>	<p><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret and explain how information is presented within or across texts (e.g., events, procedures, ideas, concepts) or compare/contrast the author's point of view within or</p>	<p><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Interpret and explain how information is presented within or across texts (e.g. individuals, events, ideas, concepts) or how information reveals author's point of view.</p>

## Grades 3–5 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 3	Grade 4	Grade 5
<p><b>Gr. 3 Standards: RI-1, RI-3, RI-6</b> (DOK 3, DOK 4)</p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-3</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p><b>RI-6</b> Distinguish their own point of view from that of the author of a text.</p>	<p>across texts.</p> <p><b>Gr. 4 Standards: RI-1, RI-3, RI-6*</b> (DOK 3, DOK 4)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-3</b> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><b>RI-6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p><b>Gr. 5 Standards: RI-1, RI-3, RI-6*</b> (DOK 3, DOK 4)</p> <p><b>RI-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>RI-6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>
<p><b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.</p> <p><b>Gr. 3 Standards: RI-1, RI-5, RI-7</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-5</b> Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>	<p><b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) or text features (e.g., charts, graphs, diagrams, time lines, animations) to interpret or explain information.</p> <p><b>Gr. 4 Standards: RI-1, RI-5, RI-7</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution)</p>	<p><b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.</p> <p><b>Gr. 5 Standards: RI-1, RI-5, RI-7</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in</p>

\* More than one text may be needed to assess this standard.

**Grades 3–5 Summative Assessment Targets, Claim #1**

**ELA/Literacy Claim #1**

**Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**

Grade 3	Grade 4	Grade 5
<p><b>RI-7</b> Use information gained from <u>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p>	<p><u>of events, ideas, concepts, or information in a text or part of a text.</u></p> <p><b>RI-7</b> Interpret information <u>presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p>	<p><u>two or more texts.</u></p> <p><b>RI-7</b> Draw on information from multiple <u>print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p>
<p><b>Target 14. LANGUAGE USE:</b> Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses. <b>Gr. 3 Standards: RI-1, L-5, L-5a, L-5b</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>L-5</b> Demonstrate understanding of <u>word relationships and nuances in word meanings.</u></p> <p><b>L-5a</b> Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p><b>L-5b</b> Identify <u>real-life connections between words and their use</u> (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>	<p><b>Target 14. LANGUAGE USE:</b> Demonstrate understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs). <b>Gr. 4 Standards: RI-1, L-5, L-5a, L-5b</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when <u>drawing inferences from the text.</u></p> <p><b>L-5</b> Demonstrate understanding of <u>figurative language, word relationships, and nuances in word meanings.</u></p> <p><b>L-5a</b> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p><b>L-5b</b> Recognize and explain the <u>meaning of common idioms, adages, and proverbs.</u></p>	<p><b>Target 14. LANGUAGE USE:</b> Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning. <b>Gr. 5 Standards: RI-1, L-5, L-5a, 5b</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Quote accurately from a text <u>when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p><b>L-5</b> Demonstrate understanding of <u>figurative language, word relationships, and nuances in word meanings.</u></p> <p><b>L-5a</b> Interpret figurative language, <u>including similes and metaphors, in context.</u></p> <p><b>L-5b</b> Recognize and explain the <u>meaning of common idioms, adages, and proverbs.</u></p>

Grades 6–8 Summative Assessment Targets, Claim #1		
<b>ELA/Literacy Claim #1</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
45% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Gr. 6 Standards: RL-1</b> (DOK 2) <b>RL-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Gr. 7 Standards: RL-1</b> (DOK 2) <b>RL-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u>	<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Gr. 8 Standards: RL-1</b> (DOK 2) <b>RL-1</b> <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u>
<b>Target 2. CENTRAL IDEAS:</b> Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment. <b>Gr. 6 Standards: RL-1, RL-2</b> (DOK 2, DOK 3) <b>RL-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>RL-2</b> <u>Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</u>	<b>Target 2. CENTRAL IDEAS:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. <b>Gr. 7 Standards: RL-1, RL-2</b> (DOK 2, DOK 3) <b>RL-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>RL-2</b> <u>Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</u>	<b>Target 2. CENTRAL IDEAS:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text. <b>Gr. 8 Standards: RL-1, RL-2</b> (DOK 2, DOK 3) <b>RL-1</b> <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u> <b>RL-2</b> <u>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</u>
<b>Target 3. WORD MEANINGS:</b>	<b>Target 3. WORD MEANINGS:</b>	<b>Target 3. WORD MEANINGS:</b>



## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Literary Texts		
<p>Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 6 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><b>L4-a</b> <u>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue</u></p>	<p>Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 7 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><b>L4-a</b> <u>Use context (e.g., the overall</u></p>	<p>Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 8 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><b>L4-a</b> <u>Use context (e.g., the overall meaning of a sentence or</u></p>



## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

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Grade 6	Grade 7	Grade 8
Literary Texts		
<p>to the meaning of a word or phrase.</p> <p><b>L4-b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>L4-c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L4-d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p><b>L-5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L4-b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p><b>L4-c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L4-d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p><b>L-5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase</p>	<p>paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>L4-b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p><b>L4-c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p><b>L4-d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> Use the relationship between particular words to better understand each of the words.</p> <p><b>L-5c</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Literary Texts		
	important to comprehension or expression.	
<p><b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, plot, point of view, themes, topics) and use supporting evidence as justification/explanation.  <b>Gr. 6 Standards: RL-1, RL-3, RL-6, RL-9*</b>            (DOK 3, DOK 4)</p> <p><b>RL-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-3</b> <u>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</u></p> <p><b>RL-6</b> <u>Explain how an author develops the point of view of the narrator or speaker in a text.</u></p> <p><b>RL-9</b> <u>Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</u></p>	<p><b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., character development, setting, plot, point of view, or fictional portrayal of time, place or character) and use supporting evidence as justification/explanation.  <b>Gr. 7 Standards: RL-1, RL-3, RL-6, RL-9*</b>            (DOK 3, DOK 4)</p> <p><b>RL-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-3</b> <u>Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</u></p> <p><b>RL-6</b> <u>Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</u></p> <p><b>RL-9</b> <u>Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</u></p>	<p><b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., dialogue, plot, character development, points of view, themes) and use supporting evidence as justification/explanation.  <b>Gr. 8 Standards: RL-1, RL-3, RL-6, RL-9*</b>            (DOK 3, DOK 4)</p> <p><b>RL-1</b> <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-3</b> <u>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</u></p> <p><b>RL-6</b> <u>Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</u></p> <p><b>RL-9</b> <u>Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the</u></p>

\* More than one text may be needed to assess this standard.

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Literary Texts		
		material is rendered new.
<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Describe and explain relationships among literary elements (e.g., plot, character, resolution) within or across texts or explain how the author develops the narrator or speakers' point of view within or across texts.</p> <p><b>Gr. 6 Standards: RL-1, RL-3, RL-6</b> (DOK 3, DOK 4)</p> <p><b>RL-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL-3</b> Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p><b>RL-6</b> Explain how an author develops the point of view of the narrator or speaker in a text.</p>	<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze relationships among literary elements (e.g., setting, characters, plot) within or across texts or analyze how an author develops the narrator or characters' point of view within or across texts.</p> <p><b>Gr. 7 Standards: RL-1, RL-3, RL-6</b> (DOK 3, DOK 4)</p> <p><b>RL-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL-3</b> Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p> <p><b>RL-6</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p><b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze relationships among literary elements (e.g., dialogue, advancing action, character actions/interactions) within or across texts or analyze differences in point of view within or across texts.</p> <p><b>Gr. 8 Standards: RL-1, RL-3, RL-6</b> (DOK 3, DOK 4)</p> <p><b>RL-1</b> Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RL-3</b> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p><b>RL-6</b> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</p>

Grades 6–8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim #1		
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
<p><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures and the impact of those choices on meaning or presentation.</p> <p><b>Gr. 6 Standards: RL-1, RL-5</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-5</b> <u>Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</u></p>	<p><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures and the impact of those choices on meaning or presentation.</p> <p><b>Gr. 7 Standards: RL-1, RL-5</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-5</b> <u>Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</u></p>	<p><b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures and the impact of those choices on meaning or presentation.</p> <p><b>Gr. 8 Standards: RL-1, RL-5</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> <u>Cite the textual evidence that most strongly supports analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-5</b> <u>Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</u></p>
<p><b>Target 7. LANGUAGE USE:</b> Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.</p> <p><b>Gr. 6 Standards: RL-1, RL-4, RL-5, L-5, L-5a</b> (DOK 3)</p> <p><b>RL-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and</u></p>	<p><b>Target 7. LANGUAGE USE:</b> Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.</p> <p><b>Gr. 7 Standards: RL-1, RL-4, L-5, L-5a</b> (DOK 3)</p> <p><b>RL-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g.,</u></p>	<p><b>Target 7. LANGUAGE USE:</b> Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.</p> <p><b>Gr. 8 Standards: RL-1, RL-4, L-5, L-5a</b> (DOK 3)</p> <p><b>RL-1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific</u></p>

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Literary Texts		
<u>tone.</u> <b>RL-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <b>L-5a</b> <u>Interpret figures of speech (e.g., personification) in context</u>	<u>alliteration) on a specific verse or stanza of a poem or section of a story or drama.</u> <b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <b>L-5a</b> <u>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</u>	<u>word choices on meaning and tone, including analogies or allusions to other texts.</u> <b>L-5</b> <u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</u> <b>L-5a</b> <u>Interpret figures of speech (e.g., verbal irony, puns) in context.</u>

Grades 6–8 Summative Assessment Targets, Claim #1		
<b>ELA/Literacy Claim #1</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Informational Texts		
55% of text-related assessment evidence will come from reading informational texts, and may include biographies, science, social studies, and technical texts/topics. For more information on text type, refer to the Stimulus Specification document.		
Underlined content from the Common Core State Standards shows what each assessment target could assess.		
<p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 6 Standards:</b> <u>RI-1, RH-1, RST-1, RH-3</u> (DOK 2)</p> <p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p><b>RH-3</b> <u>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</u></p>	<p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 7 Standards:</b> <u>RI-1, RH-1, RST-1, RH-3</u> (DOK 2)</p> <p><b>RI-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p><b>RH-3</b> <u>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</u></p>	<p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 8 Standards:</b> <u>RI-1, RH-1, RST-1, RH-3</u> (DOK 2)</p> <p><b>RI-1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts.</u></p> <p><b>RH-3</b> <u>Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</u></p>
<p><b>Target 9. CENTRAL IDEAS:</b> Determine a central idea and the key details that support it, or provide a summary of the text distinct from personal opinions or judgement.</p>	<p><b>Target 9. CENTRAL IDEAS:</b> Determine a central idea and the key details that support it, or provide an objective summary of the text.</p> <p><b>Gr. 7 Standards:</b> <u>RI-1, RI-2,</u></p>	<p><b>Target 9. CENTRAL IDEAS:</b> Determine a central idea and the key details that support it, or provide an objective summary of the text.</p> <p><b>Gr. 8 Standards:</b> <u>RI-1, RI-2,</u></p>

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p><b>Gr. 6 Standards: RI-1, RI-2, RH-2, RST-2</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-2</b> Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p><b>RH-2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RST-2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p><b>RH-2, RST-2</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-2</b> Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p><b>RH-2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RST-2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p><b>RH-2, RST-2</b> (DOK 2, DOK 3)</p> <p><b>RI-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-2</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p><b>RH-2</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RST-2</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>



## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 6 Standards:</b> RI-1, RI-4, RH-4, RST-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p><b>RI-1</b> <u>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RI-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</u></p> <p><b>RH-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p><b>RST-4</b> <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical</u></p>	<p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonym, antonym, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b> <b>Gr. 7 Standards:</b> RI-1, RI-4, RH-4, RST-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p><b>RI-1</b> <u>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RI-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</u></p> <p><b>RH-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p><b>RST-4</b> <u>Determine the meaning of</u></p>	<p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., connotation, denotation), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 8 Standards:</b> RI-1, RI-4, RH-4, RST-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-5c, L-6 (DOK 1, DOK 2)</p> <p><b>RI-1</b> <u>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p><b>RI-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</u></p> <p><b>RH-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</u></p> <p><b>RST-4</b> <u>Determine the meaning of</u></p>

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p>context relevant to grades 6–8 texts and topics.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u>.</p> <p><b>L-4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p><b>L-4c</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning or its part of speech</u>.</p> <p><b>L-4d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) <u>to better understand each of the words</u>.</p> <p><b>L-5c</b> Distinguish among the connotations (associations) of words with similar denotations</p>	<p>symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u>.</p> <p><b>L-4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p><b>L-4c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning or its part of speech</u>.</p> <p><b>L-4d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) <u>to better understand each of the</u></p>	<p>symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.</p> <p><b>L-4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>L-4a</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u>.</p> <p><b>L-4b</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>).</p> <p><b>L-4c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning or its part of speech</u>.</p> <p><b>L-4d</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>L-5b</b> Use the relationship between particular words <u>to better understand each of the words</u>.</p>

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p>(definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p> <p><b>L-6</b> Acquire and <u>use accurately</u> <u>grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><u>words</u>.</p> <p><b>L-5c</b> Distinguish among the <u>connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>).</p> <p><b>L-6</b> Acquire and <u>use accurately</u> <u>grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>L-5c</b> Distinguish among the <u>connotations (associations) of words with similar denotations (definitions)</u> (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p><b>L-6</b> Acquire and <u>use accurately</u> <u>grade-appropriate general academic and domain-specific words and phrases</u>; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., how a key individual, event, or idea is introduced, illustrated, and elaborated in a text; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 6 Standards:</b> RI-3, RI-6, RH-6*, RST-6, RI-7*, RI-8, RH-8, RST-8, RI-9* (DOK 3, DOK 4)</p> <p><b>RI-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p> <p><b>RH-6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p>	<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., interaction between individuals, events and ideas; author's point of view/purpose; use of media or formats; trace and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 7 Standards:</b> RI-3, RI-6, RI-7*, RI-8, RH-8, RST-8, RI-9* (DOK 3, DOK 4)</p> <p><b>RI-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>RH-6</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of</p>	<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., connections or distinctions between individuals, ideas, or events; author's point of view/purpose/conflicting viewpoints; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p> <p><b>Gr. 8 Standards:</b> RI-3, RI-6, RH-6, RST-6, RI-7*, RI-8, RH-8, RST-8, RI-9* (DOK 3, DOK 4)</p> <p><b>RI-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>RH-6</b> Identify aspects of a text that</p>

\* More than one text may be needed to assess this standard.

\* More than one text may be needed to assess this standard.

Grades 6–8 Summative Assessment Targets, Claim #1		
ELA/Literacy Claim #1		
Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Informational Texts		
<p><b>RST-6</b> <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p><b>RI-7</b> <u>Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</u></p> <p><b>RI-8</b> <u>Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</u></p> <p><b>RH-8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p><b>RST-8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p><b>RI-9</b> <u>Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</u></p>	<p><u>particular facts).</u></p> <p><b>RST-6</b> <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.</u></p> <p><b>RI-7</b> <u>Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</u></p> <p><b>RI-8</b> <u>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</u></p> <p><b>RH-8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p><b>RST-8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p><b>RI-9</b> <u>Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</u></p>	<p><u>reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</u></p> <p><b>RST-6</b> <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p><b>RI-7</b> <u>Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</u></p> <p><b>RI-8</b> <u>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</u></p> <p><b>RH-8</b> <u>Distinguish among fact, opinion, and reasoned judgment in a text.</u></p> <p><b>RST-8</b> <u>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</u></p> <p><b>RI-9</b> <u>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</u></p>
<b>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is	<b>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare how information is	<b>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze or compare connections within or

## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p>presented within or across texts (e.g. individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.  <b>Gr. 6 Standards: RI-1, RI-3, RI-6</b>            (DOK 3, DOK 4)</p> <p><b>RI-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-3</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>presented within or across texts (e.g. interactions between individuals, events, or ideas) or how information within or across texts reveals author's point of view or purpose.  <b>Gr. 7 Standards: RI-1, RI-3, RI-6</b>            (DOK 3, DOK 4)</p> <p><b>RI-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-3</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p>	<p>across texts (e.g. individuals, ideas, or events), or how information within or across texts reveals author's point of view or purpose.  <b>Gr. 8 Standards: RI-1, RI-3, RI-6</b>            (DOK 3, DOK 4)</p> <p><b>RI-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-3</b> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p><b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation.  <b>Gr. 6 Standards: RI-1, RI-5, RH-5, RST-5*, RI-7*†</b>            (DOK 2, DOK 3)</p> <p><b>RI-1</b> Cite textual evidence to</p>	<p><b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures (e.g. organization of a text) or text features to analyze or compare the impact of those choices on meaning or presentation.  <b>Gr. 7 Standards: RI-1, RI-5, RH-5, RST-5, RI-7*†</b>            (DOK 2, DOK 3)</p> <p><b>RI-1</b> Cite several pieces of textual</p>	<p><b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures (e.g. organization of a paragraph) or text features to analyze the impact (advantages/disadvantages) of those choices on meaning or presentation.  <b>Gr. 8 Standards: RI-1, RI-5, RH-5, RST-5, RI-7*†</b></p>

\* More than one text may be needed to assess this standard.

† Current technical limitations prevent this standard from being fully implemented on the summative assessment.



## Grades 6–8 Summative Assessment Targets, Claim #1

### ELA/Literacy Claim #1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Grade 6	Grade 7	Grade 8
Informational Texts		
<p>support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-5</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p><b>RH-5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RST-5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RI-7**</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p>	<p>evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-5</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p><b>RH-5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RST-5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RI-7**</b> Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words)</p>	<p>(DOK 2, DOK 3)</p> <p><b>RI-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-5</b> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p><b>RH-5</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><b>RST-5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p><b>RI-7**</b> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
<p><b>Target 14. LANGUAGE USE:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., personification) used in context and the impact of those word choices on meaning.</p> <p><b>Gr. 6 Standards: RI-1, L-5, L-5a</b> (DOK 3)</p>	<p><b>Target 14. LANGUAGE USE:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., literary, mythological allusions) used in context and the impact of those word choices on meaning.</p> <p><b>Gr. 7 Standards: RI-1, L-5, L-5a</b></p>	<p><b>Target 14. LANGUAGE USE:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., verbal irony, puns) used in context and the impact of those word choices on meaning.</p> <p><b>Gr. 8 Standards: RI-1, L-5, L-5a</b> (DOK 3)</p>

\* More than one text may be needed to assess this standard.



**Grades 6–8 Summative Assessment Targets, Claim #1**

**ELA/Literacy Claim #1**

**Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.**

Grade 6	Grade 7	Grade 8
Informational Texts		
<p><b>RI-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Interpret figures of speech (e.g., personification) in context.</p>	<p>(DOK 3)</p> <p><b>RI-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p>	<p><b>RI-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>L-5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L-5a</b> Interpret figures of speech (e.g., verbal irony, puns) in context.</p>

Grade 11 Summative Assessment Targets, Claim #1
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>
<b>Grade 11</b>
<b>Literary Texts</b>
<p>30% of text-related assessment evidence will come from reading literary texts and may include stories, poems, drama (comedies, tragedies), literary nonfiction, or eighteenth-, nineteenth-, and early-twentieth-century works of American literature. For more information on text type, refer to the Stimulus Specification document.</p>
<p>Underlined content from the Common Core State Standards shows what each assessment target could assess.</p>
<p><b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.</p> <p><b>Gr. 11–12 Standards: RL-1</b> (DOK 2)</p> <p><b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p>
<p><b>Target 2. CENTRAL IDEAS:</b> Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.</p> <p><b>Gr. 11–12 Standards: RL-1, RL-2</b> (DOK 2, DOK 3)</p> <p><b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RL-2</b> <u>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</u></p>
<p><b>Target 3. WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g. denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with <b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b></p> <p><b>Gr. 11–12 Standards: RL-1, RL-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-6</b> (DOK 1, DOK 2)</p> <p><b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning including figurative and connotative meanings; and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades</i></u></p>

Grade 11 Summative Assessment Targets, Claim #1	
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
Grade 11	
Literary Texts	
<u>11–12 reading and content</u> , choosing flexibly from a range of strategies.	
<b>L4-a</b> <u>Use context</u> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) <u>as a clue to the meaning of a word or phrase</u> .	
<b>L4-b</b> <u>Identify and correctly use patterns of word changes that indicate different meanings</u> or parts of speech (e.g., <i>conceive, conception, conceivable</i> ).	
<b>L4-c</b> <u>Consult general and specialized reference materials</u> (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <u>determine or clarify its precise meaning</u> , its part of speech, <u>its etymology</u> , or its standard usage.	
<b>L4-d</b> <u>Verify the preliminary determination of the meaning of a word or phrase</u> (e.g., by checking the inferred meaning in context or in a dictionary).	
<b>L-5b</b> <u>Analyze nuances in the meaning of words with similar denotations</u> .	
<b>L-6</b> <u>Acquire and use accurately general academic and domain-specific words and phrases</u> , sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
<b>Target 4. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., setting, action, character introduction/development, point of view, themes, topics) and use supporting evidence as justification/explanation. <b>Gr. 11–12 Standards: RL-1, RL-3, RL-6, RL-9*</b> (DOK 3, DOK 4)	
<b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</u> .	
<b>RL-3</b> <u>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama</u> (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
<b>RL-6</b> <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant</u> (e.g., satire, sarcasm, irony, or understatement).	
<b>RL-9</b> <u>Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</u> .	
<b>Target 5. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.	

\* More than one text may be needed to assess this standard.

Grade 11 Summative Assessment Targets, Claim #1	
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
Grade 11	
Literary Texts	
<b>Gr. 11–12 Standards: RL-1, RL-3, RL-6</b> (DOK 3, DOK 4)	
<b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	
<b>RL-3</b> <u>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u>	
<b>RL-6</b> <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</u>	
<b>Target 6. TEXT STRUCTURES &amp; FEATURES:</b> Analyze text structures and the impact of those choices on meaning or presentation. <b>Gr. 11–12 Standards: RL-1, RL-5</b> (DOK 3, DOK 4)	
<b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	
<b>RL-5</b> <u>Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</u>	
<b>Target 7. LANGUAGE USE:</b> Interpret or analyze the figurative language use (e.g., figurative, connotative meanings) or interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and the impact of those word choices on meaning and tone. <b>Gr. 11–12 Standards: RL-1, RL-4, L-5a (Gr. 9–10), L-5a (Gr. 11–12)</b> (DOK 3)	
<b>RL-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	
<b>RL-4</b> <u>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</u>	
<b>L-5a (Gr. 9–10)</b> <u>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>	
<b>L-5a (Gr. 11–12)</b> <u>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>	

Grade 11 Summative Assessment Targets, Claim #1
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>
<b>Grade 11</b>
<b>Informational Texts</b>
<p>70% of text-related assessment evidence will come from reading informational texts and may include digital news sources, historical US documents (e.g., US Supreme Court opinions/dissents, public advocacy documents), and science and technical texts. For more information on text type, refer to the Stimulus Specification document.</p> <p>Underlined content from the Common Core State Standards shows what each assessment target could assess.</p> <p><b>Target 8. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.  <b>Gr. 11–12 Standards: RI-1, RH-1, RST-1, RH-3</b>            (DOK 2)</p> <p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RH-1</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p> <p><b>RST-1</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p> <p><b>RH-3</b> <u>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</u></p> <p><b>Target 9. CENTRAL IDEAS:</b> Determine a central idea and the key details that support it, or provide an objective summary of the text.  <b>Gr. 11–12 Standards: RI-1, RI-2, RH-2, RST-2</b>            (DOK 2, DOK 3)</p> <p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RI-2</b> <u>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</u></p> <p><b>RH-2</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</u></p> <p><b>RST-2</b> <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</u></p> <p><b>Target 10. WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings based on context, word relationships (e.g., connotation, denotation), word patterns, etymology, or use of reference materials (e.g., dictionary), with</p>

Grade 11 Summative Assessment Targets, Claim #1
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>
<b>Grade 11</b>
<b>Informational Texts</b>
<p><b>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</b>  <b>Gr. 11–12 Standards: RI-1, RI-4, RH-4, RST-4, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-6</b>  <b>(DOK 1, DOK 2)</b></p> <p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RI-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</u></p> <p><b>RH-4</b> <u>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).</u></p> <p><b>RST-4</b> <u>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</u></p> <p><b>L-4</b> <u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</u></p> <p><b>L-4a</b> <u>Use <i>context</i> (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</u></p> <p><b>L-4b</b> <u>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</u></p> <p><b>L-4c</b> <u>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or <i>determine or clarify its precise meaning</i>, its part of speech, <i>its etymology</i>, or its standard usage.</u></p> <p><b>L-4d</b> <u>Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</u></p> <p><b>L-5b</b> <u>Analyze nuances in the meaning of words with similar denotations.</u></p> <p><b>L-6</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>
<p><b>Target 11. REASONING &amp; EVIDENCE:</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of individuals, ideas or events; author's point of view/purpose/author's differing points of view; evaluate multiple sources of information presented in different media or formats; delineate and evaluate the author's premises and specific claims) and use supporting evidence as justification/explanation.</p>

Grade 11 Summative Assessment Targets, Claim #1	
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
Grade 11	
Informational Texts	
<p><b>Gr. 11–12 Standards: RI-1, RI-3, RI-6, RH-6, RST-6, RI-7*, RI-8, RH-8, RST-8, RI-9</b> (DOK 3, DOK 4)</p> <p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RI-3</b> <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u></p> <p><b>RI-6</b> <u>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u></p> <p><b>RH-6</b> <u>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</u></p> <p><b>RST-6</b> <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p><b>RI-7</b> <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p><b>RI-8</b> <u>Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u></p> <p><b>RH-8</b> <u>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p><b>RST-8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p> <p><b>RI-9</b> <u>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational US documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</u></p>	
<p><b>Target 12. ANALYSIS WITHIN OR ACROSS TEXTS:</b> Analyze and explain how connections are made within or across texts (individuals, ideas, events), or how information within or across texts reveals author's point of view or purpose.</p> <p><b>Gr. 11–12 Standards: RI-1, RI-3, RI-6</b> (DOK 3, DOK4)</p> <p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as</u></p>	

\* More than one text may be needed to assess this standard.



Grade 11 Summative Assessment Targets, Claim #1	
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
Grade 11	
Informational Texts	
<u>inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <b>RI-3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <b>RI-6</b> Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	
<b>Target 13. TEXT STRUCTURES OR TEXT FEATURES:</b> Relate knowledge of text structures (e.g. key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation. <b>Gr. 11–12 Standards: RI-1, RI-5, RH-5, RST-5, RI-7<sup>†</sup>, RH-7*, RST-7<sup>†</sup></b> (DOK 3, DOK 4) <b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as <u>inferences drawn from the text, including determining where the text leaves matters uncertain.</u> <b>RI-5</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. <b>RH-5</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. <b>RST-5</b> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. <b>RI-7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <b>RH-7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <b>RST-7</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	
<b>Target 14. LANGUAGE USE:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning. <b>Gr. 11–12 Standards: RI-1, L-5a (Gr. 9–10), L-5a (Gr. 11–12)</b> (DOK 3) <b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as <u>inferences drawn from the text, including determining where the text leaves matters uncertain.</u>	

\* More than one text may be needed to assess this standard.

<sup>†</sup> Current technical limitations prevent this standard from being fully implemented on the summative assessment.

Grade 11 Summative Assessment Targets, Claim #1	
<b>ELA/Literacy Claim #1</b> <b>Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Grade 11</b>	
<b>Informational Texts</b>	
<b>L-5a (Gr. 9–10)</b>	<u>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</u>
<b>L-5a (Gr. 11–12)</b>	<u>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</u>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
	<p>35% of the assessment evidence will come from composing, revising, and/or editing narrative writing.</p> <p>35% of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on evidence from given sources.</p> <p>30% of the assessment evidence will come from composing, revising, and/or editing opinion writing based on evidence from given sources.</p>	
	Each year, students will be assessed using <u>at least one</u> extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items as described and reported under Claim #4 (Research).	
<p><b>Target 1a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d</b></p>	<p><b>Target 1a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-</b></p>	<p><b>Target 1a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Gr. 5 Standards: W-3a, W-</b></p>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p>(DOK 3)</p> <p><b>Target 1b REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d</b> (DOK 2)</p> <p><b>W-3</b></p> <p>a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u></p> <p>c. <u>Use temporal words and phrases to signal event order.</u></p> <p>d. <u>Provide a sense of closure.</u></p>	<p><b>3e</b> (DOK 3)</p> <p><b>Target 1b. REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b> (DOK 2)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p>	<p><b>3b, W-3c, W-3d, and/or W-3e</b> (DOK 3)</p> <p><b>Target 1b. REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p><b>Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, L-3a, and/or W-3e</b> (DOK 2)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>L-3a Expand, combine, and reduce</p>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
		sentences for meaning, reader/listener interest, and style.
<p><b>Target 2. COMPOSE FULL TEXTS:</b> Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p><b>Gr. 3 Standards: W-3a, W-3b, W-3c, W-3d; W-4, W-5, W-8</b> (DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</u></p> <p>c. <u>Use temporal words and phrases to signal event order.</u></p> <p>d. <u>Provide a sense of closure.</u></p> <p><b>W-4</b> With guidance and support from adults, <u>produce writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop</u></p>	<p><b>Target 2. COMPOSE FULL TEXTS:</b> Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p><b>Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p>	<p><b>Target 2. COMPOSE FULL TEXTS:</b> Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description, pacing), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).</p> <p><b>Gr. 5 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>b. <u>Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</u></p> <p>c. <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>d. <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or</u></p>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p>and strengthen writing as needed by planning, revising, and editing.</p> <p><b>W-8</b> Recall information from experiences or <u>gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p><b>W-4</b> Produce clear and coherent writing in which the development and organization are <u>appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>events.</p> <p><b>W-4</b> Produce clear and coherent writing in which the development and organization are <u>appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.</p> <p><b>Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF TEXTS:</b> Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies</p>	<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p><b>Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF TEXTS:</b> Revise one or more</p>	<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Write one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p><b>Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF</b></p>

## Grade 3-5 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective writing for a range of purposes and audiences.

Grade 3	Grade 4	Grade 5
<p>for coherence, or supporting details, or an appropriate conclusion.</p> <p><b>Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic and group related information together; include illustrations, when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with facts, definitions, and details.</u></p> <p>c. <u>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</u></p> <p>d. <u>Provide a concluding statement or section.</u></p>	<p>informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p><b>Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-9</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>c. <u>Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Provide a concluding statement or section related to the information or explanation presented.</u></p> <p><b>W-9</b> Draw evidence from literary or</p>	<p><b>TEXTS:</b> Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p><b>Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, L-3a, and/or W-9</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></p> <p>c. <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Provide a concluding statement or section related to the information or explanation</u></p>



Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
	<u>informational texts to support analysis, reflection, and research.</u>	<p><u>presented.</u></p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.</p> <p><b>Gr. 3 Standards: W-2a, W-2b, W-2c, W-2d, W-4, W-5, W-8 (DOK 4)</b></p> <p><b>W-2</b></p> <ol style="list-style-type: none"> <li><u>Introduce a topic clearly and group related information include illustrations, when useful to aiding comprehension.</u></li> <li><u>Develop the topic with facts, definitions, and details.</u></li> <li><u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</u></li> <li><u>Provide a concluding statement or section.</u></li> </ol> <p><b>W-4</b> With guidance and support from adults, <u>produce writing in which the development and</u></p>	<p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</p> <p><b>Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4)</b></p> <p><b>W-2</b></p> <ol style="list-style-type: none"> <li><u>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></li> <li><u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></li> <li><u>Link ideas within categories of information using words and</u></li> </ol>	<p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</p> <p><b>Gr. 5 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4)</b></p> <p><b>W-2</b></p> <ol style="list-style-type: none"> <li><u>Introduce a topic clearly, provide a general observation and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></li> <li><u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u></li> </ol>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p><u>organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall information from experiences or <u>gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p><u>phrases (e.g., <i>another</i>, for example, also, because).</u></p> <p>d. Use <u>precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Provide a <u>concluding statement or section related to the information or explanation presented.</u></p> <p><b>W-4</b> Produce clear and coherent writing in which the <u>development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support <u>analysis, reflection, and research.</u></p>	<p>c. <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</u></p> <p>d. Use <u>precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. Provide a <u>concluding statement or section related to the information or explanation presented.</u></p> <p><b>W-4</b> Produce clear and coherent writing in which the <u>development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support <u>analysis, reflection, and research.</u></p>
<p><b>Target 5. [Not assessed in summative CAT assessment]</b>  <b>USE TEXT FEATURES:</b> Use text features (illustrations) in informational texts to enhance meaning.  <b>Gr. 3 Standards: W-2a</b>            (DOK 2)</p>	<p><b>Target 5. [Not assessed in summative CAT assessment]</b>  <b>USE TEXT FEATURES:</b> Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.  <b>Gr. 4 Standards: W-2a</b>            (DOK 2)</p>	<p><b>Target 5. [Not assessed in summative CAT assessment]</b>  <b>USE TEXT FEATURES:</b> Use text features (headings, bold text, captions, etc.) in informational texts to enhance meaning.  <b>Gr. 5 Standards: W-2a, W-2b</b>            (DOK 2)</p>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p><b>W-2</b></p> <p>a. Introduce a topic clearly and group related information <u>include illustrations, when useful to aiding comprehension.</u></p>	<p><b>W-2</b></p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; <u>include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p>	<p><b>W-2</b></p> <p>a. Introduce a topic clearly, provide a general observation and group related information logically; <u>include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</u></p>
<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.  <b>Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d, W-8</b>            (DOK 3)</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.  <b>Gr. 3 Standards: W-1a, W-1b, W-1c, W-1d, W-8</b>            (DOK 2)</p> <p><b>W-1</b></p> <p>a. <u>Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</u></p> <p>b. <u>Provide reasons that support the opinion.</u></p> <p>c. <u>Use linking words and phrases (e.g., because, therefore, since,</u></p>	<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.  <b>Gr. 4 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9</b>            (DOK 3)</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.  <b>Gr. 4 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9</b>            (DOK 2)</p> <p><b>W-1</b></p> <p>a. Introduce a topic or text clearly,</p>	<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented.  <b>Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, W-8, and/or W-9</b>            (DOK 3)</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.  <b>Gr. 5 Standards: W-1a, W-1b, W-1c, W-1d, W-8, L-3a, and/or W-9</b>            (DOK 2)</p> <p><b>W-1</b></p> <p>a. <u>Introduce a topic or text clearly, state an opinion, and create an</u></p>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p><i>for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p><b>W-8</b> Recall information from experiences or <u>gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p><u>state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>b. Provide reasons that are <u>supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><u>organizational structure in which ideas are logically grouped to support the writer's purpose.</u></p> <p>b. Provide logically ordered reasons that are <u>supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p>L-3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, elaborate and include supporting reasons from sources and an appropriate conclusion.</p> <p><b>Gr. 3 Standards: W-1a, W-1b, W-1c, W1-d, W-4, W-5, W-8</b></p>	<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p> <p><b>Gr. 4 Standards: W-1a, W-</b></p>	<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full opinion pieces about topics using a complete writing process attending to purpose and audience: organize ideas by stating a context and focus (opinion); include structures and appropriate transitional strategies for coherence; elaborate and include supporting evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.</p> <p><b>Gr. 5 Standards: W-1a, W-</b></p>

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p>(DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce a topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</u></p> <p>b. <u>Provide reasons that support the opinion.</u></p> <p>c. <u>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</u></p> <p>d. <u>Provide a concluding statement or section.</u></p> <p><b>W-4</b> With guidance and support from adults, <u>produce writing in which the development and organization are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall information from experiences or <u>gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p><b>1b, W-1c, W1-d, W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</u></p> <p>b. <u>Provide reasons that are supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><b>1b, W-1c, W1-d, W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</u></p> <p>b. <u>Provide logically ordered reasons that are supported by facts and details.</u></p> <p>c. <u>Link opinion and reasons using words and clauses (e.g., consequently, specifically)</u></p> <p>d. <u>Provide a concluding statement or section related to the opinion presented.</u></p> <p><b>W-4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p><b>W-5</b> With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>
Target 8. LANGUAGE &	Target 8. LANGUAGE &	Target 8. LANGUAGE &

Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p><b>VOCABULARY USE:</b> Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p><b>Gr. 3 Standards: L-3a, L-6</b> (DOK 1, DOK 2)</p> <p><b>L-3a</b> Choose words and phrases for effect.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p><b>VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p><b>Gr. 4 Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, DOK 2)</p> <p><b>W-2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W-3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>L-3a</b> Choose words and phrases to convey ideas precisely.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p><b>VOCABULARY USE:</b> Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.</p> <p><b>Gr. 5 Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, DOK 2)</p> <p><b>W-2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W-3d</b> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>L-3a</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>
<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar, usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p><b>Gr. 3 Standards: L-1, L-2, L-3b</b> (DOK 1, DOK 2)</p>	<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p><b>Gr. 4 Standards: L-1, L-2, L-3b</b> (DOK 1, DOK 2)</p>	<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p><b>Gr. 5 Standards: L-1, L-2</b> (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the</p>



Grade 3-5 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L-3b</b> Recognize the differences between the conventions of spoken and written standard English.</p>	<p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L-3b</b> Choose punctuation for effect.</p>	<p>conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p><b>Target 10. [Not assessed in summative assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to produce texts.  <b>Gr. 3 Standards: W-6</b>            (DOK 1)</p> <p><b>W-6</b> With guidance and support from adults, <u>use technology to produce and publish writing</u> (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p><b>Target 10. [Not assessed in summative assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.  <b>Gr. 4 Standards: W-6</b>            (DOK 1)</p> <p><b>W-6</b> With some guidance and support from adults, <u>use technology, including the Internet, to produce and publish writing</u> as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Target 10. [Not assessed in summative assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.  <b>Gr. 5 Standards: W-6</b>            (DOK 1)</p> <p><b>W-6</b> With some guidance and support from adults, <u>use technology, including the Internet, to produce and publish writing</u> as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>



Grade 6-8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
30% of the assessment evidence will come from composing, revising, and/or editing narrative writing.	35 % of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on evidence from given sources.	35% of the assessment evidence will come from composing, revising, and/or editing argumentative writing based on evidence from given sources.
Each year, students will be assessed using at least one extended performance task assessing one of the assessment targets: #2, #4, or #7. Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).		
<p><b>Target 1a. WRITE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).  <b>Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 3)</p> <p><b>Target 1b. REVISE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).  <b>Gr. 6 Standards: W-3a, W-3b, W-3c, W-3d, L-3a, and/or W-3e</b>            (DOK 2)</p>	<p><b>Target 1a. WRITE BRIEF TEXTS:</b>            Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).  <b>Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 3)</p> <p><b>Target 1b. REVISE BRIEF TEXTS:</b>            Apply narrative techniques (e.g., dialogue, description) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).  <b>Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 2)</p> <p><b>W-3</b></p> <p>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator</p>	<p><b>Target 1a. WRITE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or use dialogue when describing an event).  <b>Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 3)</p> <p><b>Target 1b. REVISE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or use dialogue when describing an event).  <b>Gr. 8 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 2)</p>

## Grade 6-8 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective writing for a range of purposes and audiences.

Grade 6	Grade 7	Grade 8
<p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>L-3a Vary sentence patterns for meaning, reader/listener interest, and style*</p>	<p><u>and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p>	<p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p>
<p><b>Target 2. COMPOSE FULL TEXTS:</b> Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). <b>Gr. 6 Standards: W-3a, W-</b></p>	<p><b>Target 2. COMPOSE FULL TEXTS:</b> Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). <b>Gr. 7 Standards: W-3a, W-3b, W-3c, W-3d, W-3e, W-4, W-5,</b></p>	<p><b>Target 2. COMPOSE FULL TEXTS:</b> Write full narrative texts using a complete writing process demonstrating narrative strategies, text structures, and transitional strategies for coherence, closure, and author's craft—all appropriate to purpose (style or point of view in a short story). <b>Gr. 8 Standards: W-3a, W-</b></p>

\* More than one text may be needed to assess this standard.

## Grade 6-8 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective writing for a range of purposes and audiences.

Grade 6	Grade 7	Grade 8
<p><b>3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital</u></p>	<p><b>W-8, W-9</b> (DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, and description to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms</u></p>	<p><b>3b, W-3c, W-3d, W-3e, W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-3</b></p> <p>a. <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p>b. <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p> <p>c. <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u></p> <p>d. <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p>e. <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</u></p>

Grade 6-8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
<p><u>sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p><u>new approach.</u></p> <p><b>W-8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p> <p><b>Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text:</p>	<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p><b>Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis)/tone,</p>	<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus (thesis) tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p><b>Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, and/or W-9</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of informational/explanatory text:</p>

## Grade 6-8 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective writing for a range of purposes and audiences.

Grade 6	Grade 7	Grade 8
<p>organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from the information or explanation presented.</p> <p><b>Gr. 6 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, L-3a, and/or W-2f</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Establish and maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement</u></p>	<p>providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p><b>Gr. 7 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information; use strategies such as definition, classification, comparison/contrast, and cause and effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Establish and maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or</u></p>	<p>organizing ideas by stating and maintaining a focus (thesis)/tone, providing appropriate transitional strategies for coherence, developing a topic including relevant supporting evidence/vocabulary and elaboration, or providing a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</p> <p><b>Gr. 8 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, and/or W-2f</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Establish and maintain a formal</u></p>

Grade 6-8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
<p><u>or section that follows from the information or explanation presented.</u></p> <p>L-3a Vary sentence patterns for meaning, reader/listener interest, and style*</p>	<p><u>explanation presented.</u></p>	<p><u>style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
<p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p><b>Gr. 6 Standards:</b> W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</u></p>	<p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p><b>Gr. 7 Standards:</b> W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g.,</u></p>	<p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis/controlling idea and maintaining a focus/tone; develop a topic including elaboration and citing relevant supporting evidence from sources, with appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented.</p> <p><b>Gr. 8 Standards:</b> W- 2a, W-2b, W-2c, W-2d, W-2e, W-2f, W-4, W-5, W-8, W-9 (DOK 4)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia</u></p>

\* More than one text may be needed to assess this standard.



## Grade 6-8 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective writing for a range of purposes and audiences.

Grade 6	Grade 7	Grade 8
<p>when useful to aiding comprehension.</p> <p>b. <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate transitions to clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Establish and maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from the information or explanation presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support</u></p>	<p>charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. <u>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Establish and maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p>	<p>when useful to aiding comprehension.</p> <p>b. <u>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</u></p> <p>c. <u>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</u></p> <p>d. <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p>e. <u>Establish and maintain a formal style.</u></p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for</u></p>



Grade 6-8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
analysis, reflection, and research.	<b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	citation. <b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p><b>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose and style. <b>Gr. 6 Standards: W-2a</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>	<p><b>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose and style. <b>Gr. 7 Standards: W-2a</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>	<p><b>Target 5. [Not assessed in summative CAT assessment] USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose and style. <b>Gr. 8 Standards: W-2a</b> (DOK 2)</p> <p><b>W-2</b></p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; <u>include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</u></p>
<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument(s) presented</p>	<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented. <b>Gr. 7 Standards: W-1a, W-1b,</b></p>	<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the</p>

Grade 6-8 Summative Assessment Targets, Claim #2		
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Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
<p><b>Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e</b> (DOK 3)</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from the argument presented.</p> <p><b>Gr. 6 Standards: W-1a, W-1b, W-1c, W-1d, L-3a, and/or W-1e</b> (DOK 2)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u></p> <p>b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from the argument presented.</u></p>	<p><b>W-1c, W-1d, W-1e, W-9</b> (DOK 3)</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p><b>Gr. 7 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e</b> (DOK 2)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support</u></p>	<p>argument(s) presented.</p> <p><b>Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and/or W-9</b> (DOK 3)</p> <p><b>Target 6b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or texts: establishing and supporting a claim, organizing and citing supporting evidence using credible sources, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p><b>Gr. 8 Standards: W-1a, W-1b, W-1c, W-1d, and/or W-1e</b> (DOK 2)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,</u></p>

Grade 6-8 Summative Assessment Targets, Claim #2		
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Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
L-3a Vary sentence patterns for meaning, reader/listener interest, and style*	<u>analysis, reflection, and research.</u>	<u>reasons, and evidence.</u> d. Establish and <u>maintain a formal style.</u> e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u> <b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p><b>Gr. 6 Standards:</b> W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s) and organize the reasons and evidence clearly.</u></p> <p>b. <u>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding</u></p>	<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.</p> <p><b>Gr. 7 Standards:</b> W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</u></p> <p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an</u></p>	<p><b>Target 7. COMPOSE FULL TEXTS:</b> Write full arguments about topics using the complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows and supports the argument(s) presented.</p> <p><b>Gr. 8 Standards:</b> W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9 (DOK 4)</p> <p><b>W-1</b></p> <p>a. <u>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</u></p>

\* More than one text may be needed to assess this standard.

## Grade 6-8 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective writing for a range of purposes and audiences.

Grade 6	Grade 7	Grade 8
<p>of the topic or text.</p> <p>c. <u>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from the argument presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p><u>understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	<p>b. <u>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p>c. <u>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</u></p> <p>d. Establish and <u>maintain a formal style.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support</u></p>

Grade 6-8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
		<u>analysis, reflection, and research.</u>
<p><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. <b>Gr. 6 Standards: W-2d, W-3d, L-6</b> (DOK 1, DOK 2)</p> <p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>	<p><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. <b>Gr. 7 Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, DOK 2)</p> <p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p><b>L-3a</b> <u>Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>	<p><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic words, domain-specific vocabulary, and figurative language) and style appropriate to the purpose and audience when revising or composing texts. <b>Gr. 8 Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, DOK 2)</p> <p><b>W-2d</b> <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p><b>L-3a</b> <u>Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p>

Grade 6-8 Summative Assessment Targets, Claim #2		
ELA/Literacy Claim #2		
Students can produce effective writing for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.  <b>Gr. 6 Standards: L-1, L-2, L-3</b>            (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L-3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.  <b>Gr. 7 Standards: L-1, L-2, L-3</b>            (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L-3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts.  <b>Gr. 8 Standards: L-1, L-2, L-3</b>            (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L-3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p><b>Target 10. [Not assessed in summative assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.  <b>Gr. 6 Standards: W-6</b>            (DOK 1)</p> <p><b>W-6</b> Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single setting.</p>	<p><b>Target 10. [Not assessed in summative assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.  <b>Gr. 7 Standards: W-6</b>            (DOK 1)</p> <p><b>W-6</b> Use technology, including the Internet, to produce and publish writing and to link to and cite sources, as well as to interact and collaborate with others.</p>	<p><b>Target 10. [Not assessed in summative assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts.  <b>Gr. 8 Standards: W-6</b>            (DOK 1)</p> <p><b>W-6</b> Use technology, including the Internet, to produce and publish writing and to present the relationships between information and ideas efficiently, as well as to interact and collaborate with others.</p>





Grade 11 Summative Assessment Targets, Claim #2		
<b>ELA/Literacy Claim #2</b> <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>		
Grade 11		
20% of the assessment evidence will come from composing, revising, and/or editing narrative writing.	40% of the assessment evidence will come from composing, revising, and/or editing explanatory/informational writing based on given sources.	40% of the assessment evidence will come from composing, revising, and/or editing argumentative writing based on given sources.
<p>Each year, students will be assessed using <u>at least one extended performance task</u> (one of the assessment targets: (#4 or #7). Other assessment targets may be assessed using a mix of CAT writing items or items reported under Claim #4 (Research).</p>		
<p><b>Target 1a. WRITE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).  <b>Gr. 11–12 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 3)</p> <p><b>Target 1b. REVISE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).  <b>Gr. 11–12 Standards: W-3a, W-3b, W-3c, W-3d, and/or W-3e</b>            (DOK 2)</p> <p><b>W-3</b></p> <ol style="list-style-type: none"> <li><u>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</u></li> <li><u>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</u></li> <li><u>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</u></li> <li><u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></li> <li><u>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</u></li> </ol>		
<p><b>Target 2. COMPOSE FULL TEXTS:</b> The CCSS places low instructional emphasis (20%) on narrative writing at high school. Developing full narrative compositions will not be required in the Smarter Balanced Summative</p>		

Grade 11 Summative Assessment Targets, Claim #2	
<b>ELA/Literacy Claim #2</b> <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>	
<b>Grade 11</b>	
Assessment; however, the use of narrative strategies may be included as a scoring criterion when evaluating writing for other purposes in high school.	
<p><b>Target 3a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of informational/explanatory text: organizing ideas by stating and maintaining a focus/tone; providing appropriate transitional strategies for coherence; developing a complex topic and subtopics, including relevant supporting evidence/vocabulary and elaboration; or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).</p> <p><b>Gr. 11–12 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, and/or W-9</b> (DOK 3)</p> <p><b>Target 3b. REVISE BRIEF TEXTS:</b> Apply a variety of strategies when revising one or more paragraphs of informational texts: organizing ideas by stating a thesis and maintaining a focus, developing a complex topic/subtopics, including relevant supporting evidence (from texts when appropriate) and elaboration, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (i.e., articulating implications or the significance of a topic).</p> <p><b>Gr. 11–12 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-2f, and/or W-9</b> (DOK 2)</p> <p><b>W-2</b></p> <ol style="list-style-type: none"> <li><u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></li> <li><u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</u></li> <li><u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></li> <li><u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></li> <li><u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></li> <li><u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></li> </ol> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 4. COMPOSE FULL TEXTS:</b> Write full explanatory texts using a complete writing process attending to purpose and audience: organize ideas by stating a thesis and maintaining a focus/tone; develop a complex topic and subtopics, including elaboration and citing relevant supporting evidence from sources, with</p>	

Grade 11 Summative Assessment Targets, Claim #2	
<b>ELA/Literacy Claim #2</b> <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>	
<b>Grade 11</b>	
<p>appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the information or explanation presented (e.g., articulate implications or the significance of a topic).</p> <p><b>Gr. 11–12 Standards: W- 2a, W-2b, W-2c, W-2e, W-2f, W-4, W-5, W-8, W-9</b> (DOK 4)</p> <p><b>W-2</b></p> <p>a. <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p> <p>b. <u>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</u></p> <p>c. <u>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</u></p> <p>e. Establish and <u>maintain a formal style and objective tone</u> while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. <u>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	
<p><b>Target 5. [Not assessed in CAT summative assessment] USE TEXT FEATURES:</b> Employ text features and visual components appropriate to purpose and style.</p> <p><b>Gr. 11–12 Standards: W-2a</b> (DOK 2)</p> <p><b>W-2a</b> <u>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</u></p>	
<p><b>Target 6a. WRITE BRIEF TEXTS:</b> Apply a variety of strategies when writing one or more paragraphs of text</p>	

## Grade 11 Summative Assessment Targets, Claim #2

### ELA/Literacy Claim #2

Students can produce effective and well-grounded writing for a range of purposes and audiences.

#### Grade 11

that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

**Gr. 11–12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and/or W-9**  
(DOK 3)

**Target 6b. REVISE BRIEF TEXTS:** Apply a variety of strategies when revising one or more paragraphs of text that express arguments about topics or sources: establishing and supporting a precise claim, organizing and citing supporting evidence and counterclaims using credible sources, providing appropriate transitional strategies for coherence, using appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

**Gr. 11–12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, and/or W-9**  
(DOK 2)

#### W-1

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

**W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Target 7. COMPOSE FULL TEXTS:** Write full arguments about topics using a complete writing process attending to purpose and audience: establish and support a claim; organize, elaborate, and cite supporting evidence from credible sources; provide appropriate transitional strategies for coherence; and develop a conclusion that is appropriate to purpose and audience and follows from and supports the argument(s) presented.

**Gr. 11–12 Standards: W-1a, W-1b, W-1c, W-1d, W-1e, W-4, W-5, W-8, W-9**  
(DOK 4)

#### W-1

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims,

Grade 11 Summative Assessment Targets, Claim #2	
<b>ELA/Literacy Claim #2</b> <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>	
Grade 11	
<p><u>reasons, and evidence.</u></p> <p>b. <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</u></p> <p>c. <u>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</u></p> <p>d. <u>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</u></p> <p>e. <u>Provide a concluding statement or section that follows from and supports the argument presented.</u></p> <p><b>W-4</b> <u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</u></p> <p><b>W-5</b> <u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on what is most significant for a specific purpose and audience.</u></p> <p><b>W-8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source, and following a standard format for citation.</u></p> <p><b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p>	
<p><b>Target 8. LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary and figurative language) and style appropriate to the purpose and audience when revising or composing texts.</p> <p><b>Gr. 11–12 Standards: W-2d, W-3d, L-3a, L-6</b> (DOK 1, DOK 2)</p> <p><b>W-2d</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p><b>L-3a</b> <u>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u></p> <p><b>L-6</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; <u>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></u></p>	

Grade 11 Summative Assessment Targets, Claim #2		
<b>ELA/Literacy Claim #2</b> <b>Students can produce effective and well-grounded writing for a range of purposes and audiences.</b>		
<b>Grade 11</b>		
<b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and argumentative texts. <b>Gr. 11–12 Standards: L-1, L-2</b> (DOK 1, DOK 2)		
<b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
<b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
<b>Target 10. [Not assessed in summative assessment] TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts. <b>Gr. 11–12 Standards: W-6</b> (DOK 1, DOK 2)		
<b>W-6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.		

Grade 3-5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
Speaking		
Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 3 Standards: L-1, L-3a.	Target 1. [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking. Gr. 4 Standards: L-1, L-3a.	Target 1 [Not assessed on the summative assessment] LANGUAGE & VOCABULARY USE: Strategically use precise language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.

Grade 3-5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p><b>L-3b, L-6, SL-6</b> (DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar.</u></p> <p><b>L-3a</b> <u>Choose words and phrases for effect.</u></p> <p><b>L-3b</b> <u>Recognize and observe differences between the conventions of spoken and written standard English.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</u></p> <p><b>SL-6</b> <u>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</u></p>	<p><b>L-3c, L-6, SL-6</b> (DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar.</u></p> <p><b>L-3a</b> <u>Choose words and phrases to convey ideas precisely.</u></p> <p><b>L-3c</b> <u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</u></p> <p><b>SL-6</b> <u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</u></p>	<p><b>Gr. 5 Standards: L-1, L-3a, L-6, SL-6</b> (DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar.</u></p> <p><b>L-3a</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u></p> <p><b>L-6</b> <u>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</u></p>
<p><b>Target 2. [Not assessed on the summative assessment]</b> <b>CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. <b>Gr. 3 Standards: SL-6</b> (DOK 1)</p> <p><b>SL-6</b> <u>Speak in complete sentences when appropriate to task and</u></p>	<p><b>Target 2. [Not assessed on the summative assessment]</b> <b>CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. <b>Gr. 4 Standards: SL-6</b> (DOK 1)</p> <p><b>SL-6</b> <u>Differentiate between contexts that call for formal</u></p>	<p><b>Target 2. [Not assessed on the summative assessment]</b> <b>CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate. <b>Gr. 5 Standards: SL-6</b> (DOK 1)</p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, using formal</u></p>



Grade 3-5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
situation in order to provide requested detail or clarification.	English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	English when appropriate to task and situation.
<p><b>Target 3. [Not assessed on the summative assessment]</b>  <b>PLAN/SPEAK/PRESENT:</b>            Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.  <b>Gr. 3 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8</b>            (DOK 2, DOK 3)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL-4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>SL-5</b> Create engaging audio</p>	<p><b>Target 3. [Not assessed on the summative assessment]</b>  <b>PLAN/SPEAK/PRESENT:</b>            Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.  <b>Gr. 4 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8</b>            (DOK 2, DOK 3)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL-4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Target 3. [Not assessed on the summative assessment]</b>  <b>PLAN/SPEAK/PRESENT:</b>            Gather and organize information, compose, and orally deliver short (e.g., summarize, paraphrase) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.  <b>Gr. 5 Standards: SL-1, SL-2, SL-4, SL-5, SL-6, W-8</b>            (DOK 2, DOK 3)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL-4</b> Report on a topic or text, tell a story, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an</p>

Grade 3-5 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 3	Grade 4	Grade 5
<p>recordings of stories or poems that demonstrate fluid reading at an understandable pace; <u>add visual displays when appropriate to emphasize or enhance certain facts or details.</u></p> <p><b>SL-6</b> <u>Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</u></p> <p><b>W-8</b> <u>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p><b>SL-5</b> <u>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</u></p> <p><b>SL-6</b> <u>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p>	<p><u>understandable pace.</u></p> <p><b>SL-5</b> <u>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</u></p> <p><b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p>
Listening		
<p><b>Target 4. LISTEN/INTERPRET:</b> Interpret and use information delivered orally. <b>Gr. 3 Standards: SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> <u>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats.</u></p> <p><b>SL-3</b> <u>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</u></p>	<p><b>Target 4. LISTEN/INTERPRET:</b> Interpret and use information delivered orally. <b>Gr. 4 Standards: SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> <u>Paraphrase portions of a text read aloud or information presented in diverse media and formats.</u></p> <p><b>SL-3</b> <u>Identify the reasons and evidence a speaker provides to support particular points.</u></p>	<p><b>Target 4. LISTEN/INTERPRET:</b> Interpret and use information delivered orally. <b>Gr. 5 Standards: SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> <u>Summarize a written text read aloud or information presented in diverse media and formats.</u></p> <p><b>SL-3</b> <u>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</u></p>

Grade 6-8 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
Speaking		
<p><b>Target 1. [Not assessed on the summative assessment]</b>  <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.  <b>Gr. 6 Standards L-1, L-3a, L-6, SL-6</b>            (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-3a</b> Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Target 1. [Not assessed on the summative assessment]</b>  <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.  <b>Gr. 7 Standards L-1, L-3a, L-6, SL-6</b>            (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-3a</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Target 1. [Not assessed on the summative assessment]</b>  <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.  <b>Gr. 8 Standards L-1, L-3a, L-6, SL-6</b>            (DOK 1, DOK 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-3a</b> Use verbs in the active and passive voices and in the conditional and subjunctive moods to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or</p>

Grade 6-8 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
		appropriate.
<p><b>Target 2. [Not assessed on the summative assessment]</b>  <b>CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.  <b>Gr. 6 Standards: SL-6</b>            (DOK 1)</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Target 2. [Not assessed on the summative assessment]</b>  <b>CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.  <b>Gr. 7 Standards: SL-6</b>            (DOK 1)</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>Target 2. [Not assessed on the summative assessment]</b>  <b>CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.  <b>Gr. 8 Standards: SL-6</b>            (DOK 1)</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><b>Target 3. [Not assessed on the summative assessment]</b>  <b>PLAN/SPEAK/PRESENT:</b>            Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent.  <b>Gr. 6 Standards: SL-1, SL-4, SL-5, SL-6</b>            (DOK 2, DOK 3)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL-4</b> Present claims and findings, sequencing ideas logically and</p>	<p><b>Target 3. [Not assessed on the summative assessment]</b>  <b>PLAN/SPEAK/PRESENT:</b>            Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent.  <b>Gr. 7 Standards: SL-1, SL-4, SL-5, SL-6</b>            (DOK 2, DOK 3)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p><b>SL-4</b> Present claims and findings, emphasizing salient points in a</p>	<p><b>Target 3. [Not assessed on the summative assessment]</b>  <b>PLAN/SPEAK/PRESENT:</b>            Gather and organize information, compose, and orally deliver short (e.g., summarize key ideas) and longer presentations for different purposes and audiences, adding the use of visual/graphic/digital/audio enhancements when appropriate for clarifying the message or intent.  <b>Gr. 8 Standards: SL-1, SL-4, SL-5, SL-6</b>            (DOK 2, DOK 3)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p>

Grade 6-8 Summative Assessment Targets, Claim #3		
ELA/Literacy Claim #3		
Students can employ effective speaking and listening skills for a range of purposes and audiences.		
Grade 6	Grade 7	Grade 8
<p>using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL-5</b> Integrate multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL-5</b> Integrate multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>SL-4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL-5</b> Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>SL-6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
Listening		
<p><b>Target 4. LISTEN/INTERPRET:</b> Analyze, interpret, and use information delivered orally. <b>Gr. 6 Standards: SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.</p> <p><b>SL-3</b> Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>	<p><b>Target 4. LISTEN/INTERPRET:</b> Analyze, interpret, and use information delivered orally. <b>Gr. 7 Standards: SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.</p> <p><b>SL-3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p><b>Target 4. LISTEN/INTERPRET:</b> Analyze, interpret, and use information delivered orally. <b>Gr. 8 Standards: SL-2, SL-3</b> (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p><b>SL-3</b> Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>

Grade 11 Summative Assessment Targets, Claim #3	
<b>ELA/Literacy Claim #3</b> <b>Students can employ effective speaking and listening skills for a range of purposes and audiences.</b>	
Grade 11	
Speaking	
<p><b>Target 1. [Not assessed on the summative assessment] LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language (including academic and domain-specific vocabulary), figurative language, syntax, grammar, and discourse appropriate to the intent, purpose, and audience when speaking.  <b>Gr. 11–12 Standards: L-1, L-3a, L-6, SL- 6</b>  (DOK 1, 2)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-3a</b> <u>Vary syntax for effect, consulting references (e.g., Tufte’s <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</u></p> <p><b>L-6</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</u></p>	
<p><b>Target 2. [Not assessed on the summative assessment] CLARIFY MESSAGE:</b> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.  <b>Gr. 11–12 Standards: SL-6</b>  (DOK 1)</p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</u></p>	
<p><b>Target 3. [Not assessed on the summative assessment] PLAN/SPEAK/PRESENT:</b> Gather and organize information, compose, and orally deliver short (e.g., summaries) and longer presentations for different purposes and audiences, drawing from a range of digital media to enhance the message or intent.  <b>Gr. 11–12 Standards: SL-1, SL-4, SL-5, SL-6</b>  (DOK 3, DOK 4)</p> <p><b>SL-1</b> <u>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</u></p> <p><b>SL-4</b> <u>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed,</u></p>	

Grade 11 Summative Assessment Targets, Claim #3	
<b>ELA/Literacy Claim #3</b> <b>Students can employ effective speaking and listening skills for a range of purposes and audiences.</b>	
<b>Grade 11</b>	
<p>and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><b>SL-5</b> <u>Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u></p> <p><b>SL-6</b> <u>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)</u></p>	
<b>Listening</b>	
<p><b>Target 4. LISTEN/INTERPRET:</b> Analyze, interpret, and use information delivered orally.  <b>Gr. 11–12 Standards: SL-2, SL-3</b>  (DOK 1, DOK 2, DOK 3)</p> <p><b>SL-2</b> <u>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u></p> <p><b>SL-3</b> <u>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</u></p>	



## Grades 3–5 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 3	Grade 4	Grade 5
<p><b>Target 1. [Not assessed in summative assessment]</b>  <b>PLAN/RESEARCH:</b> Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.</p> <p><b>Gr. 3 Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7</b>            DOK 2, DOK 3, DOK 4—when multiple sources are used)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL-3</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><b>SL-4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>W-6</b> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate</p>	<p><b>Target 1. [Not assessed in summative assessment]</b>  <b>PLAN/RESEARCH:</b> Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.</p> <p><b>Gr. 4 Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7</b>            (DOK 2, DOK 3, DOK 4—when multiple sources are used)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL-3</b> Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b>SL-4</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>W-6</b> With some guidance and support from adults use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others;</p>	<p><b>Target 1 [Not assessed in summative assessment]</b>  <b>PLAN/RESEARCH:</b> Conduct short research projects to answer multi-step questions, to present an opinion, or to investigate different aspects (subtopics) of a broader topic or concept using multiple sources.</p> <p><b>Gr. 5 Standards: SL-1, SL-2, SL-3, SL-4; W-6, W-7</b>            (DOK 2, DOK 3, DOK 4—when multiple sources are used)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL-3</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b>SL-4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>W-6</b> With some guidance and support from adults use technology, including the Internet, to produce and publish</p>

## Grades 3–5 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 3	Grade 4	Grade 5
<p><u>with others.</u></p> <p><b>W-7</b> Conduct short research projects that build knowledge about a topic.</p>	<p>demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>W-7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p><b>W-7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p><b>Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose. <b>Gr. 3 Standards: RI-1, RI-7, RI-9; W-8</b> (PT: DOK 3) (CAT: DOK 2)</p> <p><b>RI-1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RI-7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>RI-9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>W-8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on</p>	<p><b>Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. <b>Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-8, W-9</b> (PT: DOK 3) (CAT: DOK 2)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-6</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided</p> <p><b>RI-7</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p>	<p><b>Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose. <b>Gr. 5 Standards: RI-1, RI-6, RI-7, RI-9; W-8, W-9</b> (PT: DOK 3) (CAT: DOK 2)</p> <p><b>RI-1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI-6</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>RI-7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>RI-9</b> Integrate information from several texts on the same topic</p>

## Grades 3–5 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 3	Grade 4	Grade 5
sources and sort evidence into <u>provided categories</u> .	<p><b>RI-9</b> Integrate information from <u>two texts on the same topic in order to write or speak about the subject knowledgeably</u>.</p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources</u>; take notes and <u>categorize information</u>, and provide a list of sources.</p> <p><b>W-9</b> Draw evidence from <u>literary or informational texts to support analysis, reflection, and research</u>.</p>	<p><u>in order to write or speak about the subject knowledgeably</u>.</p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources</u>; summarize or <u>paraphrase information in notes</u> and finished work, and provide a list of sources.</p> <p><b>W-9</b> Draw evidence from <u>literary or informational texts to support analysis, reflection, and research</u>.</p>
<p><b>Target 3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant/irrelevant information.</p> <p><b>Gr. 3 Standards: RI-7, RI-9, W-8</b> (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-7</b> Use information gained from <u>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)</u>.</p> <p><b>RI-9</b> Compare and contrast the <u>most important points and key details presented in two texts on the same topic</u>.</p> <p><b>W-8</b> Recall information from experiences or <u>gather information from print and digital sources</u>; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>Target 3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant/irrelevant information.</p> <p><b>Gr. 4 Standards: RI-7, W-8, W-9</b> (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-7</b> Interpret information <u>presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</u>.</p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources</u>; take notes and categorize information, and provide a list of sources.</p> <p><b>W-9</b> Draw evidence from <u>literary or informational texts to support analysis, reflection, and research</u>.</p>	<p><b>Target 3. ANALYZE INFORMATION/SOURCES:</b> Distinguish relevant/irrelevant information.</p> <p><b>Gr. 5 Standards: RI-7, W-8, W-9</b> (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-7</b> Draw on information from <u>multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently</u>.</p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources</u>; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>W-9</b> Draw evidence from <u>literary or informational texts to support analysis, reflection, and research</u>.</p>

**Grades 3–5 Summative Assessment Targets, Claim #4**

**ELA/Literacy Claim #4**

**Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

Grade 3	Grade 4	Grade 5
<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support opinions and ideas.</p> <p><b>Gr. 3 Standards:</b> RI-1, RI-6, RI-7, RI-9; W-1b; W-8 (PT: DOK 3) (CAT: DOK 2)</p> <p><b>RI-1</b> Ask and answer questions to <u>demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p><b>RI-6</b> Distinguish their own point of view from that of the author of a <u>text.</u></p> <p><b>RI-7</b> Use information gained from <u>illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></p> <p><b>RI-9</b> Compare and contrast the <u>most important points and key details presented in two texts on the same topic.</u></p> <p><b>W-1b</b> Provide reasons that <u>support the opinion.</u></p> <p><b>W-8</b> Recall information from experiences or <u>gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</u></p>	<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support opinions, ideas, or analyses.</p> <p><b>Gr. 4 Standards:</b> RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3) (CAT: DOK 2)</p> <p><b>RI-1</b> Refer to details and examples in a text when explaining what the text says explicitly and when <u>drawing inferences from the text.</u></p> <p><b>RI-6</b> Compare and contrast a <u>firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</u></p> <p><b>RI-7</b> Interpret information <u>presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</u></p> <p><b>RI-9</b> Integrate information from <u>two texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>W-1b</b> Provide reasons that are <u>supported by facts and details.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or</p>	<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support opinions, ideas, or analyses.</p> <p><b>Gr. 5 Standards:</b> RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3) (CAT: DOK 2)</p> <p><b>RI-1</b> Quote accurately from a text when explaining what the text says explicitly and when <u>drawing inferences from the text.</u></p> <p><b>RI-6</b> Analyze multiple accounts of <u>the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p><b>RI-7</b> Draw on information from <u>multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u></p> <p><b>RI-9</b> Integrate information from <u>several texts on the same topic in order to write or speak about the subject knowledgeably.</u></p> <p><b>W-1b</b> Provide logically ordered reasons that are supported by <u>facts and details.</u></p> <p><b>W-8</b> Recall relevant information from experiences or <u>gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u></p> <p><b>W-9</b> Draw evidence from literary or <u>informational texts to support analysis, reflection, and research.</u></p>

### Grades 3–5 Summative Assessment Targets, Claim #4

#### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 3	Grade 4	Grade 5
	informational texts to support analysis, reflection, and research.	

### Grade 6-8 Summative Assessment Targets, Claim #4

#### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 6	Grade 7	Grade 8
<p><b>Target 1. [Not assessed on the Summative Assessment]</b>  <b>PLAN/RESEARCH:</b> Conduct short research projects to explore a topic, issue, or problem, logically organizing ideas and supporting details.  <b>Gr. 6 Standards: SL-1, SL-2, SL-4, SL-5; W-7; Literacy-7</b> (DOK 3, DOK 4)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>	<p><b>Target 1. [Not assessed on the Summative Assessment]</b>  <b>PLAN/RESEARCH:</b> Conduct short research projects to explore a topic, issue, or problem, analyzing concepts and supporting evidence.  <b>Gr. 7 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7</b> (DOK 3, DOK 4)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p><b>Target 1. [Not assessed on the Summative Assessment]</b>  <b>PLAN/RESEARCH:</b> Conduct short research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.  <b>Gr. 8 Standards: SL-1, SL-2, SL-4, SL-5; W-7; WLiteracy-7</b> (DOK 3, DOK 4)</p> <p><b>SL-1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p><b>SL-2</b> Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its</p>

Grade 6-8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim #4		
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
<p><b>SL-4</b> Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL-5</b> Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>W-7, WLiteracy 7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p>	<p><b>SL-4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL-5</b> Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><b>W-7, WLiteracy 7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p>	<p>presentation.</p> <p><b>SL-4</b> Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>SL-5</b> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>W-7, WLiteracy 7</b> Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>
<p><b>Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).  <b>Gr. 6 Standards:</b> RI-1, RI-6, RI-8, RI-9; RH and RST-1, 2 and 7-9; W-8, W-9;  <b>WLiteracy-8, WLiteracy-9</b>            (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-6</b> Determine an author's point of view or purpose in a text and</p>	<p><b>Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).  <b>Gr. 7 Standards:</b> RI-1, RI-6, RI-8, RI-9; RH and RST-1, 2 and 7-9; W-8, W-9;  <b>WLiteracy-8, WLiteracy-9</b>            (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-6</b> Determine an author's point</p>	<p><b>Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Analyze information within and among sources of information (print and non-print texts, data sets, conducting procedures, etc.).  <b>Gr. 8 Standards:</b> RI-1, RI-6, RI-8, RI-9; RH and RST-1, 2 and 7-9; W-8, W-9;  <b>WLiteracy-8, WLiteracy-9</b>            (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>RI-6</b> Determine an author's point</p>



## Grade 6-8 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 6	Grade 7	Grade 8
<p>explain how it is conveyed in the text.</p> <p><b>RI-8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><b>RI-9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9</b> (as appropriate to research task or topic)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy-1 (Sci/Tech)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-2 (History)</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-2 (Sci/Tech)</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-7 (History)</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or</p>	<p>of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> <p><b>RI-8</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p> <p><b>RI-9</b> Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> <p><b>RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9</b> (as appropriate to research task or topic)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy-1 (Sci/Tech)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-2 (History)</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-2 (Sci/Tech)</b> Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>	<p>of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p><b>RI-8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p><b>RI-9</b> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p><b>RLiteracy (History; Sci/Tech) 1, 2, 7, 8, 9</b> (as appropriate to research task or topic)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy-1 (Science)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-2 (History)</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-2 (Sci/Tech)</b> Determine the central ideas or conclusions</p>



## Grade 6-8 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 6	Grade 7	Grade 8
<p>maps) with other information in print and digital texts.</p> <p><b>RLiteracy-7 (Sci/Tech)</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RLiteracy-8 (History)</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RLiteracy-8 (Sci/Tech)</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RLiteracy-9 (History)</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RLiteracy-9 (Sci/Tech)</b> Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>W-8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>WLiteracy-8</b> Gather relevant information from multiple print and digital sources, using search</p>	<p><b>RLiteracy-7 (History)</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RLiteracy-7 (Sci/Tech)</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RLiteracy-8 (History)</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RLiteracy-8 (Sci/Tech)</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RLiteracy-9 (History)</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RLiteracy-9 (Sci/Tech)</b> Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following</p>	<p>of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p><b>RLiteracy-7 (History)</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RLiteracy-7 (Sci/Tech)</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RLiteracy-8 (History)</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RLiteracy-8 (Sci/Tech)</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RLiteracy-9 (History)</b> Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>RLiteracy-9 (Sci/Tech)</b> Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and</p>

Grade 6-8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim #4		
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
<p>terms effectively; assess the credibility and accuracy of each source; and <u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>WLiteracy-9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>a standard format for citation.</p> <p><b>W-9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>WLiteracy-9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><u>quote or paraphrase the data and conclusions of others while avoiding plagiarism</u> and following a standard format for citation.</p> <p><b>W-9, WLiteracy-9</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Target 3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. <b>Gr. 6 Standards: W-8; WLiteracy-8,</b> (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>W-8</b> Gather relevant information from multiple print and digital sources; <u>assess the credibility of each source</u>; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>WLiteracy-8</b> Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; <u>assess the credibility and accuracy of each source</u>; and quote or paraphrase the data and conclusions of others while avoiding plagiarism</p>	<p><b>Target 3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. <b>Gr. 7 Standards: W-8; WLiteracy-8,</b> (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; <u>assess the credibility and accuracy of each source</u>; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>Target 3. EVALUATE INFORMATION/SOURCES:</b> Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. <b>Gr. 8 Standards: W-8; WLiteracy-8,</b> (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from multiple print and digital sources, <u>using search terms effectively</u>; <u>assess the credibility and accuracy of each source</u>; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>

Grade 6-8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim #4		
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
and following a standard format for citation.		
<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support arguments, ideas, or analyses.</p> <p><b>Gr. 6 Standards:</b> RI-9; RLiteracy-1 and 7-9; W-1b, W-8, W-9; WLiteracy-8, 9 (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-9</b> Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy-1 (Science)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-7 (History)</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RLiteracy-7 (Sci/Tech)</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RLiteracy-8 (History)</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RLiteracy-8 (Sci/Tech)</b> Distinguish among facts,</p>	<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support arguments, ideas, or analyses.</p> <p><b>Gr. 7 Standards:</b> RLiteracy-1 and 7-9; W-1b, W-8, W-9; WLiteracy-8, 9 (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy-1 (Science)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-7 (History)</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RLiteracy-7 (Sci/Tech)</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RLiteracy-8 (History)</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RLiteracy-8 (Sci/Tech)</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><b>RLiteracy-9 (History)</b> Analyze the</p>	<p><b>Target 4. USE EVIDENCE:</b> Cite evidence to support arguments, ideas, or analyses.</p> <p><b>Gr. 8 Standards:</b> RLiteracy-1 and 7-9, W-1b, W-8, W-9; WLiteracy-8, WLiteracy-9 (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RLiteracy-1 (History)</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RLiteracy-1 (Science)</b> Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>RLiteracy-7 (History)</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>RLiteracy-7 (Sci/Tech)</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p><b>RLiteracy-8 (History)</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>RLiteracy-8 (Sci/Tech)</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>

## Grade 6-8 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Grade 6	Grade 7	Grade 8
<p><u>reasoned judgment based on research findings, and speculation in a text.</u></p> <p><b>RLiteracy-9 (History)</b> Analyze the <u>relationship between a primary and secondary source on the same topic.</u></p> <p><b>RLiteracy-9 (Sci/Tech)</b> Compare and contrast the information <u>gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p> <p><b>W-1b</b> Support claim(s) with <u>clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</u></p> <p><b>W-8</b> Gather relevant information from <u>multiple print and digital sources</u>; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>WLiteracy-8</b> Gather relevant information from <u>multiple print and digital sources</u>, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W-9, WLiteracy-9</b> Draw evidence from <u>informational texts to support analysis, reflection, and</u></p>	<p><u>relationship between a primary and secondary source on the same topic.</u></p> <p><b>RLiteracy-9 (Sci/Tech)</b> Compare and contrast the information <u>gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p> <p><b>W-1b</b> Support claim(s) with <u>logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from <u>multiple print and digital sources, using search terms effectively</u>; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W-9, WLiteracy-9</b> Draw evidence from <u>informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 5. [Not assessed on the Summative Assessment]</b>  <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.  <b>Gr. 7 Standards: W-2d, W-3d, L-6</b></p>	<p><b>RLiteracy-9 (History)</b> Analyze the <u>relationship between a primary and secondary source on the same topic.</u></p> <p><b>RLiteracy-9 (Sci/Tech)</b> Compare and contrast the information <u>gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.</u></p> <p><b>W-1b</b> Support claim(s) with <u>logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</u></p> <p><b>W-8, WLiteracy-8</b> Gather relevant information from <u>multiple print and digital sources, using search terms effectively</u>; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>W-9, WLiteracy-9</b> Draw evidence from <u>informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 5. [Not assessed on the Summative Assessment]</b>  <b>LANGUAGE &amp; VOCABULARY USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.  <b>Gr. 8 Standards: W-2d, W-</b></p>

Grade 6-8 Summative Assessment Targets, Claim #4		
ELA/Literacy Claim #4		
Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.		
Grade 6	Grade 7	Grade 8
<p><u>research.</u></p> <p><b>Target 5. [Not assessed on the Summative Assessment]</b>  <b>LANGUAGE &amp; VOCABULARY</b>  <b>USE:</b> Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.  <b>Gr. 6 Standards: W-2d, W-3d, L-6</b>            (DOK 1, DOK 2)</p> <p><b>W-2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W-3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Target 6. [Not assessed on the Summative Assessment]</b>  <b>EDIT:</b> Apply grade-appropriate grammar usage and mechanics to clarify a message.  <b>Gr. 6 Standards: L-1, L-2</b>            (DOK 1)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing</p>	<p>(DOK 1, DOK 2)</p> <p><b>W-2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W-3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Target 6. [Not assessed on the Summative Assessment]</b>  <b>EDIT:</b> Apply grade-appropriate grammar usage and mechanics to clarify a message.  <b>Gr. 7 Standards: L-1, L-2</b>            (DOK 1)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Target 7. [Not assessed on the Summative Assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce</p>	<p><b>3d, L-6</b>            (DOK 1, DOK 2)</p> <p><b>W-2d</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>W-3d</b> Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p><b>L-6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Target 6. [Not assessed on the Summative Assessment]</b>  <b>EDIT:</b> Apply grade-appropriate grammar usage and mechanics to clarify a message.  <b>Gr. 8 Standards: L-1, L-2</b>            (DOK 1)</p> <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Target 7. [Not assessed on the Summative Assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information,</p>

**Grade 6-8 Summative Assessment Targets, Claim #4**

**ELA/Literacy Claim #4**

**Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.**

Grade 6	Grade 7	Grade 8
<p>or speaking.</p> <p><b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p><b>Target 7. [Not assessed on the Summative Assessment]</b>  <b>TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts/presentations.  <b>Gr. 6 Standards: W-6; WLiteracy-6, W-8, WLiteracy-8</b>            (DOK 1, DOK 2)</p> <p><b>W-6, WLiteracy-6</b> Use <u>technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</u></p> <p><b>W-8, WLiteracy-8</b> (see above)</p>	<p>texts/presentations.  <b>Gr. 7 Standards: W-6; WLiteracy-6, W-8, WLiteracy-8</b>            (DOK 1, DOK 2)</p> <p><b>W-6, WLiteracy-6</b> Use <u>technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</u></p> <p><b>W-8, WLiteracy-8</b> (see above)</p>	<p>make revisions, or produce texts/presentations.  <b>Gr. 8 Standards: W-6; WLiteracy-6, W-8, WLiteracy-8</b>            (DOK 1, DOK 2)</p> <p><b>W-6, WLiteracy-6</b> Use <u>technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</u></p> <p><b>W-8, WLiteracy-8</b> (see above)</p>



Grade 11 Summative Assessment Targets, Claim #4	
<b>ELA/Literacy Claim #4</b> <b>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b>	
Grade 11	
<p><b>Target 1. [Not assessed on the Summative Assessment] PLAN/RESEARCH:</b> Devise an approach and conduct short, focused research projects to explore a topic, issue, or problem, analyzing interrelationships among concepts or perspectives.  <b>Gr. 11–12 Standards: SL-1, SL-2, SL-4, SL-5, W-6, W-7, WLiteracy-7</b>  (DOK 3, DOK 4)</p> <p><b>SL-1</b> <u>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</u></p> <p><b>SL-2</b> <u>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</u></p> <p><b>SL-4</b> <u>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</u></p> <p><b>SL-5</b> <u>Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</u></p> <p><b>W-6</b> <u>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u></p> <p><b>W-7, WLiteracy-7</b> <u>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</u></p>	
<p><b>Target 2. ANALYZE/INTEGRATE INFORMATION:</b> Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.  <b>Gr. 11–12 Standards: RI-1, RI-7, RLiteracy (History; Science/Tech)-1-3 and 7, 8, 9; SL-2; W-8, W-9; WLiteracy-8, WLiteracy-9</b>  (PT: DOK 3, 4) (CAT: DOK 2)</p> <p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</u></p> <p><b>RI-7</b> <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p><b>RLiteracy (History; Sci/Tech) -1, 2, 3</b> (as appropriate to research task or topic)</p> <p><b>RLiteracy-1 (History)</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u></p> <p><b>RLiteracy-1 (Sci/Tech)</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u></p>	



## Grade 11 Summative Assessment Targets, Claim #4

### ELA/Literacy Claim #4

Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

#### Grade 11

**RLiteracy-2(History)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RLiteracy -2 (Science)** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

**RLiteracy-3 (History)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RLiteracy 3 (Science)** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**RLiteracy-7 (History)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**RLiteracy-7 (Science)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

**RLiteracy-8 (History)** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**RLiteracy-8 (Science/Tech)** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

**RLiteracy-9 (History)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RLiteracy-9 (Science/Tech)** Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**SL-2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**W-8, WLiteracy-8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W-9, WLiteracy-9** Draw evidence from informational texts to support analysis, reflection, and research.

**Target 3. EVALUATE INFORMATION/SOURCES:** Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.

Grade 11 Summative Assessment Targets, Claim #4	
<b>ELA/Literacy Claim #4</b> <b>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b>	
<b>Grade 11</b>	
<b>Gr. 11–12 Standards: W-8, WLiteracy-8</b> (PT: DOK 3, 4) (CAT: DOK 2) <b>W-8, WLiteracy 8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>	
<b>Target 4. USE EVIDENCE:</b> Cite evidence to support arguments, ideas, analyses, hypotheses, or conjectures. <b>Gr. 11–12 Standards: RLiteracy-1 and 7, 8, 9 , W-1b, W-8, W-9; WLiteracy-8, WLiteracy-9</b> (PT: DOK 3, 4) (CAT: DOK 2) <b>RLiteracy-1 (History)</b> <u>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</u> <b>RLiteracy-1 (Science)</b> <u>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</u> <b>RLiteracy-7 (History)</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u> <b>RLiteracy-7 (Science)</b> <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u> <b>RLiteracy-8 (History)</b> <u>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</u> <b>RLiteracy-8 (Science/Tech)</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u> <b>RLiteracy-9 (History)</b> <u>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</u> <b>RLiteracy-9 (Science/Tech)</b> <u>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</u> <b>W-1b</b> <u>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</u> <b>W-8, WLiteracy-8</b> <u>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</u>	

Grade 11 Summative Assessment Targets, Claim #4	
<b>ELA/Literacy Claim #4</b> <b>Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</b>	
Grade 11	
<p><b>W-9, WLiteracy-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u></p> <p><b>Target 5. [Not assessed on the Summative Assessment] LANGUAGE &amp; VOCABULARY USE:</b>  Strategically use precise language and vocabulary (including academic and domain-specific vocabulary), figurative language, and syntax appropriate to the purpose and audience.  <b>Gr. 11–12 Standards: W-2d, W-3d; L-6</b>  (DOK 1, DOK 2)</p> <p><b>W-2d</b> <u>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</u></p> <p><b>W-3d</b> <u>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</u></p> <p><b>L-6</b> <u>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</u></p> <p><b>Target 6. [Not assessed on the Summative Assessment] EDIT:</b> Apply grade-appropriate grammar usage and mechanics to clarify a message (narrative, informational, and opinion/argumentative texts).  <b>Gr. 11–12 Standards: L-1, L-2</b>  (DOK 1)</p> <p><b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p><b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p><b>Target 7. [Not assessed on the Summative Assessment] TECHNOLOGY:</b> Use tools of technology to gather information, make revisions, or produce texts/presentations.  <b>Gr. 11–12 Standards: W-6; WLiteracy-6</b>  (DOK 1, DOK 2)</p> <p><b>W-6, WLiteracy-6</b> <u>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</u></p>	